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ABSTRACT

This report discusses trends in California's teaching force for 2002: shortage of qualified teachers (e.g., the shortage varies across different subjects and is expected to worsen due to teacher retirements and growth in numbers of students); getting good teachers (e.g., California's underprepared teachers continue to be inequitably distributed statewide, and schools with poor, minority, or low-achieving students are far more likely to have high numbers of underprepared teachers); recruiting new teachers (e.g., state funding for teacher recruitment initiatives expanded in recent years but has subsequently been cut back due to budget shortfalls); entering the fray (e.g., among all underprepared teachers, the number and proportion participating in preintern and intern programs has increased, while the number and proportion of emergency permits has decreased); teacher preparation (e.g., there has been an increase in production of credentialed teachers in all sectors of the teacher preparation system, but budget shortfalls raise questions about whether this rate of growth can continue); teacher induction (e.g., some districts provide their own system to ease new teachers into the profession, and the state funds an induction program called the Beginning Teacher Support and Assessment program); and professional development (e.g., in recent years, California has invested hundreds of millions of dollars in teacher training). A list of references is provided for each section. (SM)

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ED 477 174

California's Teaching Force

Key Issues and Trends 2002

The Center for the Future of Teaching and Learning

The California State University Institute for Education Reform
Policy Analysis for California Education
The University of California, Office of the President
WestEd

Research conducted by SRI International

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Teaching and California's Future

SP041559

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California's Teaching Force
Key Issues and Trends 2002

A Continuing Crisis

California is a big, complex state where contention often drowns consensus.

But one of the few places where there is clear consensus is the need to improve our public schools and the understanding that we need a top-quality teaching force for that improvement to occur.

To their credit, California's leaders have applied attention and resources in the past few years to strengthening the teaching force. There have been some slight improvements, but there is still a long way to go. Consider:

- The gap between the number of credentialed teachers being produced and the number the state needs is expected to grow significantly over the next decade.
- One in seven California teachers does not yet have even a preliminary teaching credential.
- About half of all new teachers are entering their classrooms without benefit of a preliminary credential or having practiced teaching under the supervision of a veteran teacher.
- Poor students are far more likely than their wealthier counterparts to face teachers who are underprepared and inexperienced.
- Students in California's lowest-performing schools also are far more likely to face teachers who are underprepared and inexperienced.

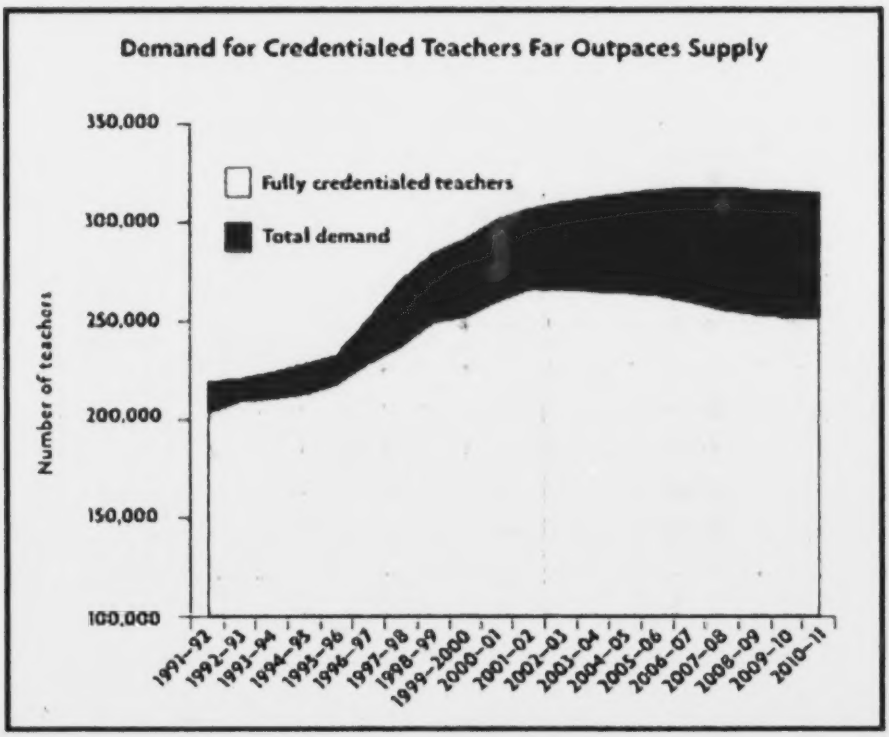
These are all huge problems. And California's severe budget crisis will make further improvements even more challenging for the state's policymakers, who will have to be creative and focused to ensure that every student has teachers who are both fully qualified and effective.

Not Enough Qualified Teachers

For the past several years, our reports have examined California's shortage of teachers who are fully qualified and willing to take available teaching jobs.

That shortage continues. In the 2001–02 school year, there were almost 42,000 underprepared teachers — teachers who had not completed a teacher preparation program and did not have a preliminary credential issued by the state. This represents about 14 percent — one in seven — of all the public school teachers in California.

We can take a bit of solace in the fact that this represents about 700 fewer underprepared teachers than there were in the 2000–01 school year.



Unfortunately, however, the situation is expected to get far worse as a result of teacher retirements and growth in the number of students.

Despite state efforts to recruit and train more teachers, the shortage of credentialed teachers still is expected to grow in the next 10 years to about 65,000. Our projections indicate that by the end of the decade, more than one in five California teachers — 21 percent — will be underprepared. These projections, based on current trends and information available from state databases, have proven to be steady and accurate since we began making them in 1999.

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Not Enough Qualified Teachers — More Information

In 2001–02, there was a slight improvement in the number of underprepared teachers in the California classrooms although the level remains at 14 percent of the teacher workforce. The total number of underprepared teaches in the workforce decreased slightly as did the number of first-year teachers who are underprepared. In 2001–02, 49 percent of first-year teachers were underprepared, down slightly from 51 percent the previous year. Still, nearly one of every two first-year teachers had not completed a preparation program and obtained a full credential before beginning to teach.

Although these modest one-year improvements are encouraging, the gap between the supply of and demand for credentialed teachers is expected to increase consistently over the next decade. Our long-term teacher workforce projections suggest that the gap between the need for trained teachers and the available supply will grow significantly — up to approximately 20 percent of the teaching force over the rest of the decade. While our projections are estimates based on trends and hampered by the lack of a teacher data system, they have held up well since out first report in 1999.

It remains to be seen whether these underprepared teachers will mostly be teachers on emergency permits — as is the case now — or in organized efforts to accelerate their full certification, such as intern programs. In any case, future efforts to increase the number of fully trained teachers clearly will need to expand dramatically to overcome the teacher shortage, an unlikely prospect in budget-cutting years.

It should be noted that our projections of teacher supply include "out-of-state" teachers who were credentialed in another state but have relocated to California. Our projections do not take into account "out-of-field" teachers — those who are teaching in a subject area for which they are not credentialed.

More information is available on:

- Out-of-field teachers
- Out-of-state teachers
- Teacher workforce projections

Not Enough Qualified Teachers — Background

Out-of-Field Teachers

The shortage of fully credentialed teachers also varies across different subjects. The most pronounced shortage of fully credentialed teachers can be found in the state's special education classrooms — 18 percent of all special education teachers are not fully credentialed. Among secondary subject areas, math suffers the largest shortage with 14 percent of teachers underprepared. The sciences also face shortages, with 10 percent of life science teachers underprepared, and 11 percent of physical science teachers underprepared. Nine percent of English teachers are underprepared.

Additional Resources

- Reference for out-of-field teachers

Not Enough Qualified Teachers — Background
Out-of-State Teachers

In an effort to increase the supply of teachers from out of state and to smooth their transition into California schools, the Legislature passed AB 877 (Scott) in 2000. This bill established the courses, testing and experience that out-of-state and out-of-country teachers and administrators must have to obtain a California credential. The bill eliminated redundancies in coursework or other teacher preparation requirements that non-Californians may have met already in another state or country. In addition, AB 877 allowed out-of-state teachers to obtain a five-year preliminary credential and gave them one year to pass the California Basic Educational Skills Test rather than using a one-year nonrenewable credential prior to the preliminary credential. AB 877 further required triennial review of teacher preparation programs in other states, including subject matter programs and examinations, reading instruction, and credential emphasis programs such as those for English language learners.

The number of out-of-state teaching credentials granted by the state has fluctuated widely over the past eight years. In 2000–01, 4,724 out-of-state credentials were granted, up 23 percent from the 3,856 that were granted in 1999–00. In previous years, the number of out-of-state credentials granted varied significantly, ranging from a low of 1,605 in 1995–96 to a high of 5,402 in 1997–98.

Number of Out-of-State Credentials Granted by the State

Fiscal Year	Credentials Granted
1993–94	2,081
1994–95	1,990
1995–96	1,605
1996–97	3,362
1997–98	5,402
1998–99	4,216
1999–2000	3,856
2000–01	4,724

Technical Note
Because of the extreme fluctuation in the number of out-of-state credentials issued over the past eight years, an eight-year average (3,405) is used to project the number of out-of-state credentials granted by the state in the teacher workforce projections.

Additional Resources

- References for out-of-state teachers

Not Enough Qualified Teachers — Background
Teacher Workforce Projections

The gap between the supply of and demand for fully credentialed teachers is expected to increase over the next decade. Here we explain how teacher supply and demand is projected, as well as some of the technical issues involved.

Projecting Demand for Teachers
The demand for teachers in California grew dramatically in the last half of the 1990s and is expected to grow steadily through 2007–08, followed by a slight decrease after that year. In fact,

the size of the teacher workforce has grown from 219,300 K–12 teachers in California in 1991–92 to approximately 306,800 teachers in 2001–02, an increase of 40 percent over the last decade. This increase in demand was driven by three factors:

- a significant growth in student enrollment, which now totals more than 6 million;
- the implementation of class-size reduction in 1996–97, which increased the need for K–3 teachers; and
- attrition and retirement of working teachers.

In California, statewide data do not permit precise analyses of attrition and retirement. At best, we can estimate attrition and retirement by comparing annual changes in the number of teachers for each hypothetical cohort (as defined by years of teaching experience). We estimate that annual attrition is approximately 4.5 percent of the total workforce and that retirement is approximately 1.7 percent.

The projected increase in the demand for teachers through 2007–08 is driven by Department of Finance projections that show student enrollment and the teacher retirement bulge peaking in that year (retirement rates are calculated using data from the California State Teachers' Retirement System). More specifically, student enrollment is projected to peak at 6.26 million in 2007–08 and then to decrease slightly to 6.22 million in 2010–11, requiring 315,000 teachers in that year. In addition, we can expect teacher retirement rates to increase as baby boomers start to reach retirement age. In fact, we estimate that the annual retirement rate for teachers will peak in 2007–08 at 5 percent. Thereafter, the retirement rate will begin to decline, but in 2010–11, it still will be approximately 4 percent of the workforce, compared with today's estimated rate of 1.7 percent.

Projecting the Supply of Teachers

The supply of credentialed teachers increased from approximately 202,700 in 1991–92 to 265,100 in 2001–02, an increase of 31 percent over the last decade. However, the supply of credentialed teachers is estimated to decline slightly in the next decade, dropping to approximately 250,000 teachers in 2010–11. These estimates are based on current levels of credential production, participation, attrition and retirement. As mentioned before, the reduction is due mainly to the fact that many credentialed teachers will be retiring in the next decade. On the basis of these projections, we estimate almost 210,000 new hires from 2002–03 to 2010–11.

We define the supply of credentialed teachers as the number of teachers who hold preliminary or professional clear credentials and are willing to take jobs at the salary, assignment, location and working conditions offered.

Each year, qualified teachers come from multiple sources. The largest source is the base of veteran credentialed teachers continuing in the profession. Other sources include:

- teachers who left teaching for a period of time and later re-enter the teacher workforce (very little is known about the size of the re-entrant pool in California, however);
- out-of-state teachers (credentialed teachers prepared in other states); and
- newly credentialed teachers.

Technical Note

Projections for the teacher workforce are imprecise because historical and current data do not permit accurate measures of teacher job-taking, attrition and retirement in California. Our purpose here is not to present definitive projections, but rather to propose reasonable outcomes based on the best available data of historical trends. Exogenous conditions, particularly changes in the economy that impact the availability of attractive jobs in the private sector, may influence the number of individuals attracted to the teaching profession, the number of individuals who

choose to take jobs after attaining a credential and the number of individuals willing to re-enter the profession. Additionally, due to the limitations of available state data, these projections do not include estimates of the number of teachers who are teaching "out of field" (in an assignment other than the one for which they hold a credential). Despite these limitations, this method of projecting teacher supply and demand has been used for four successive years and thus far has proven to be remarkably accurate.

Additional Resources

- References for teacher workforce projections

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Getting Good Teachers: Fairness and High Stakes

California's shortage of fully prepared teachers is troubling. But far more disturbing is the distribution of underprepared teachers. California's poorest and most vulnerable children are by far the most likely to face teachers with the least training and the least experience.

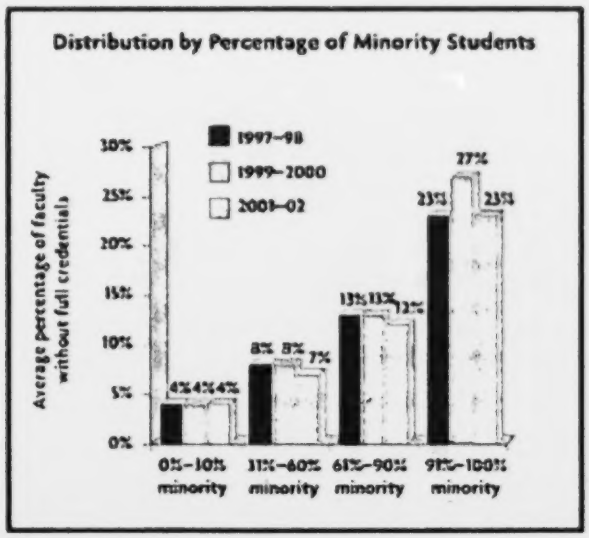
There has been some marginal improvement in the last year, but the numbers remain unacceptable — schools with the highest number of minority students have more than one in five teachers who are underprepared, while in schools with the lowest number of minority students less than one teacher in 20 is underprepared.

Beyond those teachers who are underprepared, these schools often have many teachers who have little experience even if they have a credential. In 1,500 California schools — 17 percent — a quarter or more of the teachers are in their first or second year of teaching. In 700 schools, at least one-third of teachers are in their first or second year. Experience matters, and these schools have a limited capacity to deliver high-quality instruction and rarely have enough accomplished teachers to provide leadership and assistance to the newest teachers.

Despite this variance in instructional capacity, all California students are expected to meet the same rigorous academic standards. And California has raised the stakes significantly for all students who do not meet these standards. Beginning in spring 2004, high school seniors who have not passed the state's exit exam will be denied a diploma.

Initial results on the exit exam are disappointing, particularly for poor and minority students. Worse, schools with the lowest passing rates also have the most underprepared teachers.

Students in schools with the lowest passing rates on the exam are more than twice as likely to face underprepared teachers as are students in schools with the highest passing rates. The sad truth is that those students who need the most help have the least-trained and least-experienced teachers to help them succeed in a system with very high stakes.



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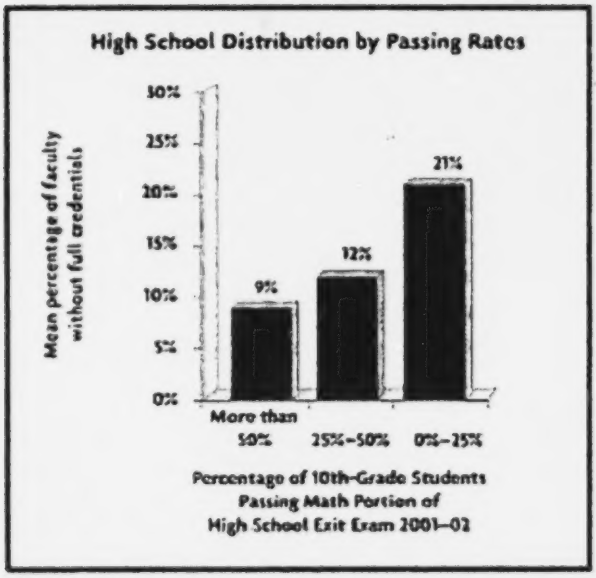

Getting Good Teachers: Fairness and High Stakes — More Information

California's underprepared teachers continue to be inequitably distributed throughout the state. Though underprepared teachers make up 14 percent of the teacher workforce statewide, some schools have far greater percentages of underprepared teachers. While 41 percent of schools have 5 percent or fewer underprepared teachers, 22 percent of schools have 20 percent or more underprepared teachers. This represents a slight drop from the previous year, when 24 percent of schools had 20 percent or more underprepared teachers. Overall these numbers show slight improvement, but some California schools are still severely understaffed: 188 schools have 50 percent or more underprepared teachers, and 45 of those schools have 75 percent or more underprepared teachers.

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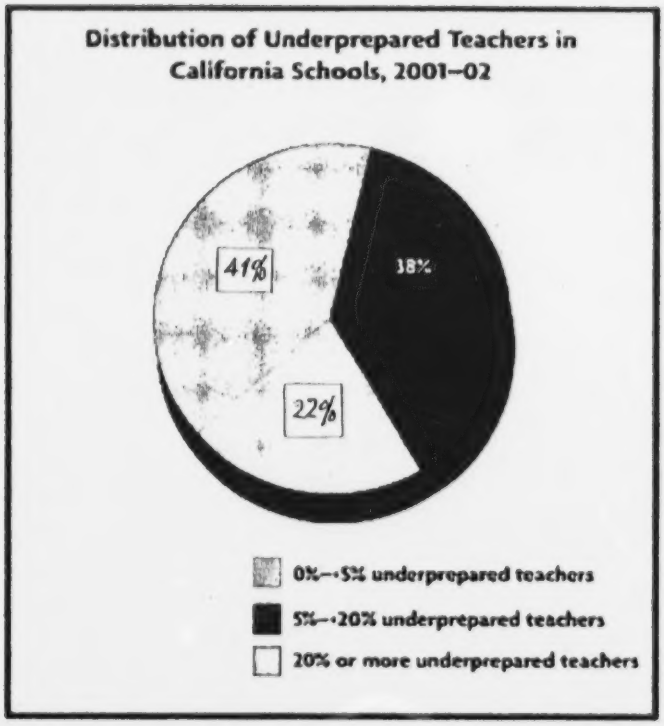

Likewise the high concentrations of underprepared teachers are not limited to schools in a few large districts in the state. Although 47 percent of the districts in California had fewer than 5 percent underprepared teachers in 2001–02, in 15 percent of California school districts, one in seven, 20 percent or more teachers are underprepared.

Though the maldistribution of underprepared teachers appears to be improving slightly, schools with poor, minority or low-achieving students are still far more likely to have high numbers of underprepared teachers. The distribution of underprepared teachers follows a clear and consistent pattern: Those students who most need a highly qualified teacher are the least likely to have one.

Our previous report, *Who's Teaching California's Children?*, also shows that even among underprepared teachers, those who hold advanced degrees or have significant experience also are maldistributed, favoring higher-income, higher-achieving schools.

In addition, regardless of credential status, teachers in low-performing schools are more likely to be in just their first or second year of teaching.

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The following charts illustrate these problems:

- Distribution of first- and second-year teachers by school API score
- Distribution of underprepared teachers by school API score
- Distribution of underprepared teachers by student poverty level

Given the severe maldistribution of underprepared teachers, the state's education policymakers face some very critical equity questions as high-stakes tests for students, such as the high school exit exam, are being implemented. It generally is recognized by both experts and the general public that high-quality teaching is the key to student success, yet every indicator of teacher quality for which there is available data shows a pattern of maldistribution. Though there is a long way to go in understanding what makes a quality teacher, these consistent patterns raise serious questions about whether all students are getting a fair chance to succeed.

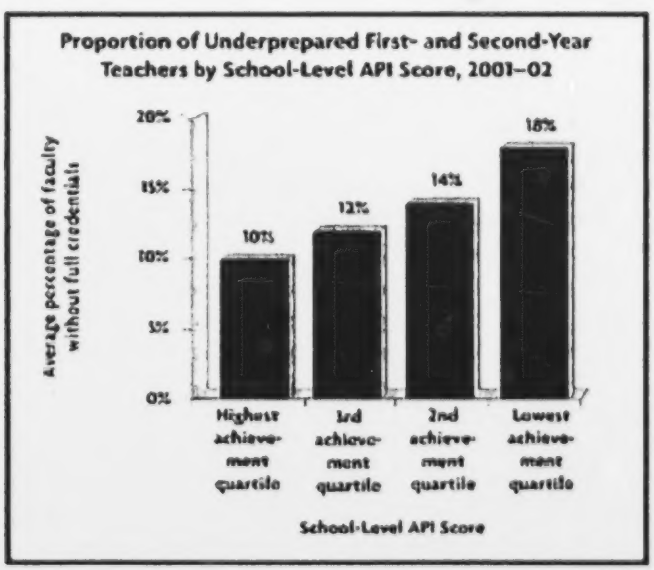
More information is available on:

- Distribution of first- and second-year teachers by school Academic Performance Index (API) score
- Distribution of underprepared teachers by school API score
- Distribution of underprepared teachers by student poverty level

Getting Good Teachers: Fairness and High Stakes — Background

Distribution of First- and Second-Year Teachers by School API Score

Regardless of their credential status, teachers in low-performing schools are more likely to be inexperienced. In the highest-achieving schools, about 10 percent of the faculty are in their first or second years of teaching, compared with 18 percent in the lowest-achieving schools.



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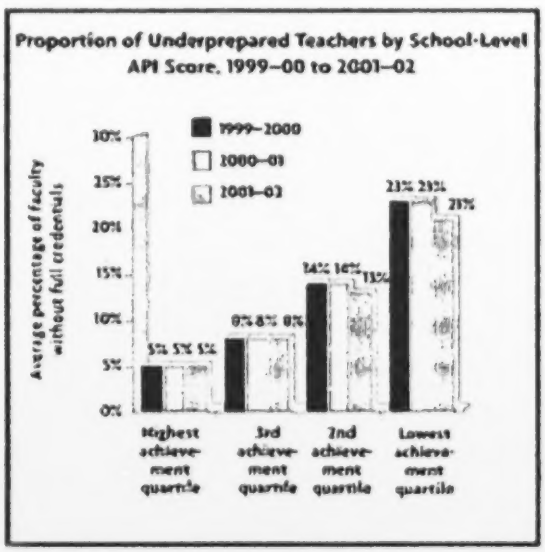
Additional Resources

- References for distributions of underprepared teachers

Getting Good Teachers: Fairness and High Stakes — Background

Distribution of Underprepared Teachers by School API score

Low-performing schools are also more likely to have higher numbers of underprepared teachers. In 2001–02, schools with the lowest Academic Performance Index (API) scores had, on average, 21 percent underprepared teachers, compared with only 5 percent in the highest-achieving schools. This is a slight improvement from previous years, when the lowest-achieving schools had even higher proportions of underprepared teachers.



Additional Resources

- References for distributions of underprepared teachers

Getting Good Teachers: Fairness and High Stakes — Background

Distribution of Underprepared Teachers by Student Poverty Level

Fourteen percent of California teachers are not fully credentialed. However, this percentage varies greatly from school to school. Schools with higher proportions of students receiving free or reduced-price lunch are more likely to have higher proportions of underprepared teachers.

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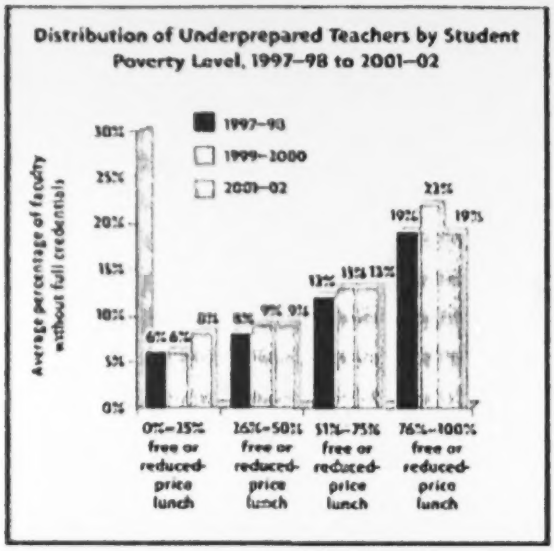

In the 2001–02 school year, 19 percent of faculty were underprepared in schools where between 76 percent and 100 percent of the students are eligible for free or reduced-price lunch. In contrast, schools with the lowest percentage of students eligible for free or reduced-price lunch had an average of 8 percent underprepared teachers. Over the last five years of available data, the proportion of underprepared teachers in the two highest poverty categories has risen, then decreased slightly. In the two lowest poverty categories, the proportion has gone up slightly.

While it is encouraging to see a decrease in percentage of underprepared teachers in the highest-poverty schools, the disparities across schools remain severe. Almost one in five teachers in high-poverty schools are underprepared, compared to only one in 12 in low-poverty schools.

Additional Resources

- References for distributions of underprepared teachers

Getting Good Teachers: Fairness and High Stakes — References

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Recruiting New Teachers

Over the past few years, California policymakers have put considerable resources into programs to entice people to become teachers. These programs range from creating regional recruitment centers to providing tuition assistance to prospective teachers to paying the student loans of teachers who agree to work in particular schools. In addition, the state has provided money that local school districts can use to recruit teachers.

In 1998–99, the state was spending a little more than $14 million on teacher recruitment programs. Two years later, when there was more understanding of the shortage, this total was increased to nearly $160 million. The current budget shortfall, however, has caused the state to reduce spending on teacher recruitment by 20 percent, dropping to about $130 million for the current school year. Some programs designed to attract and retain qualified teachers were reduced significantly.

And while this reduction was occurring, the state has been shifting its incentive programs for prospective teachers from direct grants and fellowships into loan forgiveness. For example, funding for the Governor's Teaching Fellowship program, which provided $20,000 grants to students in teacher preparation programs, was eliminated from the budget while funding for the Assumption Program of Loans for Education was nearly doubled.

State Spending for Teacher Recruitment Is Dropping

Program	Description	Budget Allocation (in millions)				
		1998–99	1999–2000	2000–01	2001–02	2002–03
CalTeach	Career center, outreach and advertising	$2.0	$2.0	$11.0	$11.0	$2.0
Cal Grant T	Provides tuition and fee assistance to students in teacher preparation programs	$10.0	$10.0	$10.0	$10.0	$6.0
Teacher Recruitment Incentive Program	Six regional teacher recruitment centers			$9.4	$9.4	$9.4
Teaching as a Priority	Block grants to districts for recruitment activities			$118.7	$0	$88.7
Governor's Teaching Fellowship	Provides tuition and fee assistance to students in teacher preparation programs			$3.5	$21.1	$0
Assumption Program of Loans for Education	Assumes student loans of teachers who agree to teach in shortage subjects or designated schools	$2.1*	$2.1*	$5.0*	$11.7	$22.3

*Represents expenditures, not budget allocation

Recruiting New Teachers — More Information

State funding for teacher recruitment initiatives expanded in recent years but has subsequently been cut back due to the state's budget shortfall. In the wake of broad public concern over the shortage of qualified teachers, the Governor and the Legislature instituted a series of teacher recruitment initiatives in the late 1990s. Specifically, the California Center for Teaching Careers (CalTeach) was introduced in 1997 and the Cal Grant T program in 1998. Two years later, three new initiatives were introduced: the Teacher Recruitment Incentive Program (TRIP), the Teaching as a Priority Block Grant Program (TAP) and the Governor's Teaching Fellowship program. In addition, the existing Assumption Program of Loans for Education (APLE) program was expanded.

In 2002–03, in the wake of a major budget shortfall, funding for teacher recruitment programs has been reduced by 20 percent to approximately $130 million. Due to budget shortfalls, the Governor's Teaching Fellowship program has been suspended and funding for the Cal Grant T program has been reduced. Funding for CalTeach also has been cut severely.

The largest share of recruitment funding from the state continues to go directly to districts to meet local needs through the TAP program. Despite a cut of $30 million, the TAP program comprises 70 percent of all state teacher recruitment funds.

More information available on:

- Assumption Program of Loans for Education
- Cal Grant T
- California Center for Teaching Careers
- Governor's Teaching Fellowship
- Teaching as a Priority Block Grant Program
- Teacher Recruitment Incentive Program

Recruiting New Teachers — Background

Assumption Program of Loans for Education (APLE)

Description

The Assumption Program of Loans for Education (APLE), administered by the California Student Aid Commission (CSAC), is a teacher incentive program designed to address California's teacher shortage in specific subject areas and designated schools. The state assumes up to $19,000 in educational loans for students who agree to teach in a subject area with a teacher shortage, a low-performing school, a school that serves a large population of students from low-income families, a school that has a high percentage of teachers holding emergency permits or a school that serves a rural area. The program assumes $2,000 of an individual's loans after the first year of full-time teaching and $3,000 each year for three consecutive years, for a total of $11,000 in loan assumption benefits. In 2000, SB 1330 (Alpert) provided an additional $1,000 each year in loan assumption benefits for teachers who teach math, science or special education and another $1,000 each year for teachers who teach math, science or special education in a school ranked in the lowest 20th percentile of the Academic Performance Index.

Funding

Since 1999–2000, funding for APLE has doubled each year as the Legislature continues to increase the number of agreements and thus payments awarded under the program. In 2002–03, funding for APLE reached $22.3 million, 10 times the amount in 1999–2000. According to the

Legislative Analyst's Office, the cost of the APLE program will grow significantly over the next few years because of the increased number of loan assumption agreements made in 2002–03.

APLE Expenditures and Loan Assumption Payments

Fiscal Year	Expenditures (in millions)	Loan Assumption Payments
1998–99	$2.1	830
1999–2000	$2.1	798
2000–01	$5.0	2,136
2001–02	$11.7*	4,332
2002–03	$22.3*	≈7,800

*Figure represents total funding appropriated in budget bill, not expenditures.

Participation

Participation in APLE has grown steadily, as the number of agreements has been increased each year by the Legislature. Students must have at least junior standing and outstanding educational loans to be eligible for APLE. They must enroll in or continue coursework for an initial teaching credential, and they must agree to teach in a California public school for at least four consecutive years after obtaining a full teaching credential. CSAC also can provide up to 500 APLE awards to school districts or county offices of education for individuals participating in a district intern program; additional awards are provided to county offices of education for use in recruiting out-of-state teachers. Participation in the district intern and out-of-state teacher APLE programs has been scant.

Number of APLE Agreements

Fiscal Year	Maximum Agreements	Total Agreements Granted
1998–99	4,500	3,787
1999–2000	5,500	5,423
2000–01	6,500	6,327
2001–02	6,500	Not available
2002–03	7,500	—

*Figure does not include agreements granted to district interns.

In 2000–01, 31.8 percent of APLE participants agreed to teach a subject with a teacher shortage, and the remaining 68.2 percent agreed to teach in a designated school. Half the students granted APLE agreements during 2000–01 attended independent colleges and universities. Students at National University, an independent institution, received 1,282 or 20 percent of all 6,327 agreements. Forty-three percent attended a California State University, and 6 percent attended a University of California.

Additional Resources

- California Student Aid Commission
- References for Assumption Program of Loans for Education

Recruiting New Teachers — Background

Cal Grant T

Description

The Cal Grant T awards were created in 1998 under SB 2064 (O'Connell) to provide tuition and fee assistance to individuals enrolled in an accredited teacher preparation program. Students who have at least a bachelor's degree and are working actively toward an initial teaching credential may qualify for up to $1,428 at The California State University, $3,429 at The University of California, and $9,708 at an independent college or university. Students must agree to teach full time for a minimum of one year in a low-performing California public school for each award increment of $2,000 received, a requirement added in 2000 under SB 1666 (Alarcon). The maximum service requirement is four consecutive years of full-time teaching.

Funding

Since 1998, the first year of the program, $10 million had been allocated annually to fund grant awards. However, as the number of individuals accepting awards has decreased over the years, expenditures for the program have fallen short of budget projections. The underuse of the program is one likely reason the budget for Cal Grant T was reduced to $6 million in 2002–03.

Participation

From 1998–99 through 2001–02, the California Student Aid Commission was authorized to issue 3,000 new Cal Grant T awards each year. During that period, the commission paid more than 7,500 new awards to individuals. Participation in the program, however, has been declining. In 2001–02, the commission offered 2,545 new awards to individuals; through August 2002, the commission had paid just 1,403 or 55.1 percent of those grants, a reduction in the number and percentage of awards accepted in previous years. The new state budget for 2002–03 authorizes the commission to issue as many awards as possible given the reduced funding level, which will translate into approximately 1,500 awards.

Cal Grant T Funding, Expenditures and Awards, 1998–99 to 2001–02

Fiscal Year	Funding (in millions)	Expenditures* (in millions)	New Awards Offered	New Awards Paid	Percentage of New Awards Paid
1998–99	$10.0	$8.2	2,656	2,400	90.4
1999–2000	$10.0	$8.2	2,180	1,989	91.2
2000–01	$10.0	$7.6	2,166	1,777	82.0
2001–02	$10.0	$6.7	2,545	1,403	55.1
2002–03	$6.0	—	—	—	

*Figure includes expenditures on new grant awards and awards active from prior year.

Additional Resources

- California Student Aid Commission
- References for Cal Grant T

Recruiting New Teachers — Background

California Center for Teaching Careers (CalTeach)

Description

In 1997, SB 824 (Greene) established the California Center for Teaching Careers (CalTeach) for the purpose of recruiting qualified and capable individuals into the teaching profession. Administered by The California State University (CSU) Institute for Education Reform, CalTeach is "a one-stop information, recruitment and referral service" for individuals who are considering or pursuing careers in teaching. Specifically, CalTeach's mission is to:

- develop and distribute statewide public service announcements.
- develop and distribute effective recruitment publications.
- create a referral database for qualified teachers seeking public school employment.
- provide information to prospective teachers regarding credential requirements.
- provide information to prospective teachers regarding admission to and enrollment in conventional and alternative certification programs.
- develop and conduct outreach to high school and college students.

CalTeach maintains a call center, a Web site and two regional offices located at CSU Fresno and CSU Long Beach. Individuals can call the telephone help line or visit the Web site for information on pathways to teaching, credentialing requirements, financial aid, employment resources, and education and career fairs. Through the Web site and call center, individuals also are directed to the teacher recruitment centers, which provide job counseling and referral services, and to Ed-Join, an online job Web site for public school educators. CalTeach also produces and distributes a newsletter, brochures, videos and advertisements.

Funding

The budget for CalTeach has fluctuated since its establishment. Initially, CalTeach received $500,000 appropriated from federal Goals 2000 funds. A substantial funding increase of $9 million during the 2000–01 fiscal year was used to support in-state and out-of-state media campaigns. As a result of cuts to the CSU General Fund in 2002–03, $9 million was eliminated in 2002–03. The call center, Web site and personnel will be maintained, but in-state advertising and outreach through radio and print ads will be reduced and out-of-state recruitment will be discontinued. CalTeach plans to continue to develop recruitment materials, distribute publications statewide and support the recruitment centers. Program managers do not expect the high levels of funding seen in 2000–01 and 2001–02 in the future.

Funding for CalTeach

Fiscal Year	Funding (in millions)
1997–98	$0.5 (appropriated from Goals 2000 funds)
1998–99	$2.0
1999–2000	$2.0
2000–01	$11.0
2001–02	$11.0
2002–03	$2.0

Note: CalTeach also received $150,000 from the Stuart, Walter S. Johnson and Hewlett Foundations in 1997–1998. The program received an additional $500,000 from Goals 2000 in 1998–99, 1999–2000 and 2000–01.

Participation
CalTeach engages in broad-based outreach and advertising that targets individuals high schools, community colleges and universities; out-of-state teachers; and "career changers" interested in teaching careers. During 2001–02, CalTeach logged an average of 7,400 calls per month and an average of 6 million Web site hits per month. CalTeach staff presented at more than 170 programs and events, primarily at high schools and community colleges. CalTeach also targets the ethnic media to reach new populations of potential teachers and has translated material to Spanish, Vietnamese, Korean and Chinese. CalTeach also has sent outreach specialists to college campuses in other states and sponsored recruitment fairs in cities across the nation.

Evaluation
The California Commission on Teacher Credentialing (CCTC) currently is conducting a five-year evaluation of CalTeach. In addition, CSU is required to submit a report to the Governor and to the Legislature on progress made in its teacher-related advertising and outreach efforts, including coordination with the Teacher Recruitment Incentive Program (TRIP) and other teacher incentive programs.

Additional Resources

- California Center for Teaching Careers
- References for California Center for Teaching Careers

Recruiting New Teachers — Background

Governor's Teaching Fellowship

Description
The Governor's Teaching Fellowship program was created in 2000 under SB 1666 (Alarcon) to attract and retain qualified individuals to the teaching profession. The program provides competitive merit-based awards to individuals pursuing a first teaching credential. Students must have a bachelor's degree and be enrolled full time in an accredited teacher preparation program. Students awarded a fellowship are provided with $20,000 for tuition and living costs if they agree to teach for at least four years in a low-performing California public school. Students enrolled in intern or preintern programs are not eligible for the fellowships, and fellows do not teach while enrolled in their teacher preparation program.

Funding
The program received a sizable increase in funding during the 2001–02 fiscal year; however, the program has been suspended for 2002–03. Instead, funds will be used to allow the California Student Aid Commission to increase the number of agreements granted under the Assumption Program of Loans for Education.

Funding for Governor's Teaching Fellowship

Fiscal Year	Funding (in millions)	Number of Awards
2000–01	$3.5	250
2001–02	$21.1	944
2002–03	$0	0

Participation
The first 250 fellows received their fellowships in March 2001. These fellows were distributed evenly among The California State University, The University of California, and independent

colleges and universities, and two-thirds were enrolled in a multiple-subject credential program. By the end of the 2000–01 fiscal year, 54 percent of fellows were employed in low-performing schools, 24 percent were still completing their credential program (all of whom anticipated completing their credential program no later than summer 2002), 16 percent were on a temporary leave of absence, and 5 percent declined the fellowship or withdrew from the program. The teachers completing the program were employed in 25 counties across California, with the majority of the fellows working in Los Angeles or Alameda counties. The fellows taught in elementary schools (57 percent), middle schools (16 percent) and high schools (27 percent).

Additional Resources

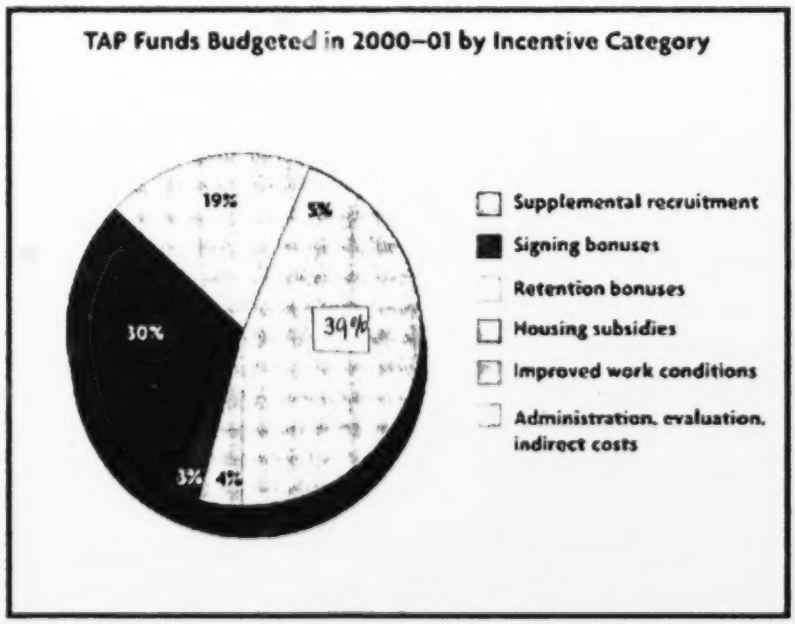
- References for the Governor's Teaching Fellowship

Recruiting New Teachers — Background

Teaching as a Priority Block Grant Program (TAP)

Description

The Teaching as a Priority Block Grant Program (TAP) was established under SB 1666 (Alarcon) in 2000. This statewide initiative is designed to assist school districts in providing incentives to recruit and retain credentialed teachers to teach in low-performing schools. The California Department of Education administers the program and awards block grants to school districts on a competitive basis. Districts have wide latitude over the types of incentives used to hire and retain credentialed teachers. These incentives can include, but are not limited to, signing bonuses, improved working conditions, teacher compensation and housing subsidies. The most common incentives used thus far by districts have been signing bonuses and improved working conditions, particularly stipends for classroom materials and supplies. Some of the TAP funding needed to be collectively bargained with teacher unions (e.g., stipends for teachers, class-size reduction, and seniority and transfer policies).



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Funding
During 2000–01, the first year of the program, TAP was allocated $118.65 million to award to school districts. Districts apply on behalf of their low-performing schools, which are those that rank in the bottom half of the Academic Performance Index (API). Grant awards are precalculated based on school enrollment and school API, and funding is allocated to school districts on a per-pupil basis. In 2000–01, districts received $29 per student for schools ranked in the fourth and fifth deciles and $44 per student for schools ranked in the first, second or third deciles. TAP was budgeted to receive $118.65 million for 2001–02, but funding for the program was suspended due to a mid-year budget reduction. Funding has been restored for 2002–03, with a $30 million reduction from the first year.

Funding for TAP

Fiscal Year	Funding (in millions)
2000–01	$118.65
2001–02	$0
2002–03	$88.65

Participation
Just under half of all school districts were eligible for TAP in 2000–01. Of the 579 districts that were eligible, 247 (or 43 percent) submitted proposals. A total of $100.8 million was distributed to 278 school districts. These school districts represented 2,766 schools, of which 1,799 schools ranked in the first through third deciles on the API and the remainder ranked in the fourth and fifth deciles. Los Angeles Unified School District received the most funding, at $24 million, while other large school districts, such as Long Beach, Fresno, Santa Ana, Oakland and Sacramento, each received between $1 million and $3 million.

Evaluation
Legislation requires a statewide evaluation of the TAP program and a report to the Legislature by Jan. 1, 2004.

Additional Resources

- References for Teaching as a Priority Block Grant Program

Recruiting New Teachers — Background

Teacher Recruitment Incentive Program (TRIP)

Description
In 2000, SB 1666 (Alarcon) established the Teacher Recruitment Incentive Program (TRIP) to address the teacher shortage in California. The Sacramento County Office of Education, which administers TRIP, awarded competitive grants to six regional consortia to operate teacher recruitment centers that provide assistance to school districts in recruiting potential new teachers. Each of the teacher recruitment centers (TRCs) has implemented a plan tailored to its particular region, with a focus on recruiting qualified teachers to low-performing and "hard-to-staff" schools, particularly those with high numbers of teachers with emergency permits. Activities include screening and referral of teacher candidates, reviewing credentials and transcripts, providing job counseling and information about teacher preparation programs, scheduling interviews between teacher candidates and district administrators, and sponsoring job fairs.

One of the primary strategies for streamlining the teacher recruitment and hiring process has been the use of the new online job posting and application service, Ed-Join. Ed-Join is operated

by the California County Superintendents Educational Service Association (CCSESA) but is funded and maintained by TRIP. This public education job search Web site allows prospective teachers to register for services provided by the teacher recruitment centers, search for jobs, apply for positions online and track their hiring status. District and school personnel can post job vacancies on the Web site and conduct searches for prospective candidates. Currently, more than 800 districts and county offices use the system, and more than 113,000 individuals are registered.

Funding
Funding for TRIP has remained steady at $9.4 million since 2000–01, the first year of the program. SB 837 (2001, Scott) requires districts to conduct a diligent search for credentialed teachers before they can apply for emergency permits. As part of the search, districts must use their local recruitment center before they can be awarded emergency permits.

Participation
The six regional teacher recruitment centers had a combined goal of recruiting 14,804 teachers through center activities (e.g., job counseling, referrals, job fairs) during 2001–02. At the end of the fiscal year, more than 16,000 teachers were hired through center activities, exceeding the goal by more than 10 percent.

Prospective Teachers Hired via TRC Activities, 2001–02

Recruitment Center	Prospective Teachers Hired
Northern California (Project Pipeline)	2,192
Central California	2,153
Riverside, Inyo, Mono, San Bernardino Counties (RIMS)	2,262
Los Angeles County Office of Education	2,561
Los Angeles Unified School District	4,835
San Diego, Orange, Imperial Counties	2,314
Total	16,317

Additional Resources

- Ed-Join
- References for Teacher Recruitment Incentive Program

Recruiting New Teachers — References

Assumption Program of Loans for Education

California Student Aid Commission. (2002, August 23). Personal Communication.

California Student Aid Commission. (n.d.). *APLE 2000–2001 report to the Legislature* (draft report). Sacramento, CA: Author.

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California Center for Teaching Careers

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Governor's Teaching Fellowship

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Teaching as a Priority Block Grant Program

California Department of Education. (2002, August 21). Personal Communication.

Cervantes, Robert. (2001, October). *Teaching as a Priority Program: first year implementation* (draft report). Sacramento, CA: California Department of Education.

Teacher Recruitment Incentive Program

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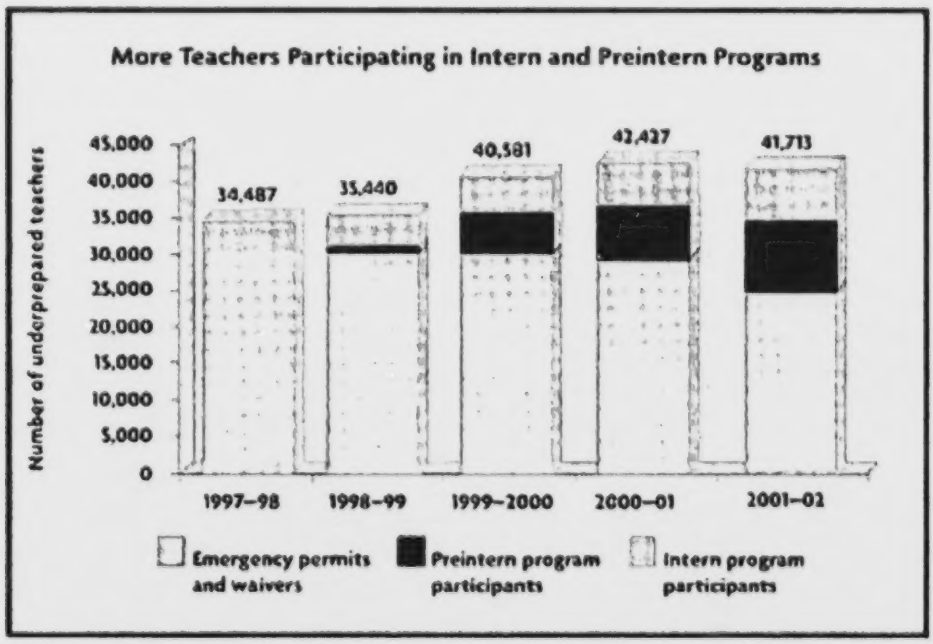
Sacramento County Office of Education. (2002, Summer). *California Teacher Recruitment News, 1* (4). Sacramento, CA: Author.

Sacramento County Office of Education. (2002, August). *California Teacher Recruitment and Incentive Program: recruitment status summary July 1, 2001 through June 30, 2002*. Sacramento, CA: Author.

Entering the Fray

Traditionally, before new teachers started teaching, they took university-based education courses on how to teach. Then they demonstrated competency in their subject matter, served as student teachers to practice what they had learned before getting a classroom of their own and obtained the state's minimum credential to teach. Now in California, this route applies to only about half of new teachers. The remaining half start teaching before they have completed or even started their university coursework in how to teach or before they have shown they know their subjects or have been student teachers.

California has created a new preintern program and expanded the intern program to help these underprepared teachers obtain basic credentials. Like those teaching on emergency permits, neither preinterns nor interns have had the opportunity to practice teaching before starting in their own classrooms.



They typically are thrown into the fray without preparation. In addition, because they are teaching school during the day, they must attend university classes at night or on the weekend to learn how to teach.

Last year, there was a slight reduction in the number of underprepared teachers, but the number remains unacceptably high at nearly 42,000. Among this group, about 24,700 held emergency permits, about 7,000 were interns and nearly 10,000 were preinterns. Over the past few years, the composition of this group of underprepared teachers has changed significantly, with fewer teachers operating on emergency permits and more participating in intern or preintern programs.

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The sweeping new federal law, No Child Left Behind, requires all new teachers to be "highly qualified." While state and federal officials debate exactly what it means to be highly qualified, those teachers either on emergency permits or in preintern programs likely will not make the cut, which could further exacerbate California's teacher shortage.

Entering the Fray — More Information

Among all underprepared teachers, the number and proportion participating in the preintern and intern programs has increased, while the number and proportion on emergency permits has decreased. The total number of preintern program participants increased from about 7,700 in 2000–01 to about 9,900 in 2001–02 (a 28 percent increase), and the number of all intern program participants increased from 5,600 in 2000–01 to 7,000 in 2001–02 (a 27 percent increase). Preliminary program numbers for 2002–03 indicate that this trend will continue. In contrast, the number of teachers on emergency permits and waivers decreased from about 29,100 in 2000–01 to 24,700 in 2001–02 (an 18 percent decrease).

Mirroring the workforce as a whole, the number of first-year teachers in intern and preintern programs grew from about 3,100 to 3,600 between 2000–01 and 2001–02, and the number of first-year teachers on emergency permits decreased from 7,400 to 5,400 during that same time period.

While the growth in the intern and preintern programs indicates that more underprepared teachers are receiving structured support and preparation, they still are fully charged classroom teachers who do not meet the state's minimum qualifications for such an assignment.

Participation in and funding for alternative routes into teaching has risen significantly in recent years. However, the 2002–03 state budget decreases funding for such programs. In 2001–02, a combined total of about 19,200 teachers participated in the preintern program, the intern program and the Paraprofessional Teacher Training Program (PTTP). Participation has skyrocketed in all three alternative teacher preparation programs since the inception of the preintern program in 1998–99.

When established in 1998–99, the preintern program was funded at $2 million. In 2000, legislation combined alternative certification funds to support both the intern program and the preintern program. After 1999–2000, funding for alternative certification increased by approximately $10 million per year. Funding for PTTP increased by $10 million in 1999–2000 when Gov. Davis included the program in his Enhancing Teacher Quality initiative.

However, in 2002–03, funding for these programs dropped. After growing more than 400 percent in four years, the combined preintern and alternative certification funds were cut by 14.2 percent down to $37.4 million in 2002–03. PTTP funding was cut from $11.5 to $7.5 million (or 34.8 percent), from 2001–02 to 2002–03, allowing the program to maintain its current participation levels but not increase participation.

More information available on:

- Intern program
- Preintern program

Entering the Fray — Background
Intern Program

Description
First authorized by the Teacher Education Internship Act of 1967, internship programs provide many uncredentialed teachers with structured coursework while they maintain a job as a salaried district employee and teacher of record for one or more classes. The Hughes-Hart Education Reform Act of 1983 (SB 813) allowed districts to create and implement their own internship programs; therefore, prospective teachers wishing to complete an internship program currently may do so through a district or an institute of higher education (IHE). Additionally, legislation in 2002 (SB 2029, Alarcon) allows district internship programs approved by the California Commission on Teacher Credentialing (CCTC) to offer intern certificates in all areas of special education. Internship programs generally begin with a summer session or other preservice workshops that provide an introduction to teaching. Over the course of one or two years, interns take seminars and coursework while working as a teacher of record. Many programs provide additional support via an experienced teacher who acts as a mentor or coach.

Funding
The Alternative Certification Act of 1993 (AB 1161, Quackenbush) legislated funding criteria for the district and university internship programs. The 2000–01 budget increased the reimbursement rate to districts and IHEs to $2,500 per intern. Since AB 1161, funding for intern programs has increased dramatically from $2 million to more than $30 million per year (see Table 2). SB 1666 (Alarcon, 2000) allows the intern program funds, also known as the alternative certification funds, to be spent on the preintern program as needed. In 2000–01, the combined funds of the preintern and intern programs reached $43.6 million. In 2002–03, the state budget authorized $25.6 million for alternative certification programs, a 19 percent drop from the previous year.

Intern Funding and Participation

Fiscal Year	Number of Programs Funded	Number of Interns Served	Number of Districts Involved	Funding (in millions)
1994–95	29	1,238	150	$2.0
1995–96	23	1,471	178	$2.0
1996–97	23	1,888	186	$2.0*
1997–98	52	3,706	271	$4.5*
1998–99	58	4,340	330	$6.5*
1999–2000	65	4,827	408	$11.0*
2000–01	75	5,649	465	$21.5*
2001–02	82	7,146	637	$31.8*
2002–03	—	—	—	$25.6

*Plus carryover.

Participation
Since 1994–95, internship programs have maintained a steady growth in number of participants in more than half of California's school districts. Participation in district and university internship programs grew more than 450 percent from 1,228 in 1994–95 to 7,146 in 2001–02. Preliminary numbers show that intern participation rates may increase to more than 8,500 in 2002–03. Intern programs initially were targeted at those prospective teachers who could not afford the costs of traditional preparation programs and those willing to work in districts with shortages of fully credentialed teachers. Legislation in 2001 (SB 57, Scott) sought to also attract

private school teachers to internship programs by allowing them (along with district interns) to get through the internship program more quickly.

Evaluations
The Legislature has mandated several evaluations of the state's intern program. The most comprehensive reports to the Legislature occurred when the intern program was still relatively small, in 1987, 1992 and 1996. A study in 1999 focused solely on Los Angeles Unified School District's intern program for special education teachers. Annual reports to the Legislature by CCTC staff provide data on participant characteristics and retention. The Office of Educational Research and Improvement recently funded an independent evaluation of California's internship programs; this study is in its initial stages.

Additional Resources

- References for intern program

Entering the Fray — Background
Preintern Program

Description
Established in 1997 by AB 351 (Scott), the preintern program supports teachers who have yet to meet the subject matter requirements for a preliminary credential. Locally administered preintern programs are required to provide participants with subject matter preparation (may include test preparation courses), 40 hours of instruction on introductory teaching skills, advisement and coaching from an experienced teacher. In addition, each participant has an individual instruction plan that links their progress to the California Standards for the Teaching Profession. In 2001–02, 68 preintern programs partnered with 611 California school districts and 33 institutes of higher education.

Funding
In 1998–99, the state budget set initial funding at $2 million and subsequently increased it to nearly six times that amount in 1999–2000. In 2000, SB 1666 (Alarcon) allowed intern program funds, also called alternative certification funds, to be used for the preintern program as needed. In 2000–01, the combined funds of the preintern program and intern program reached $43.6 million. Currently, local preintern programs are funded at $2,000 per preintern per annum. Districts are not required to match funds, although many districts do provide in-kind contributions to support the program. The 2002–03 budget once again allocated $11.8 million directly to the preintern program; however, the alternative certification funds (which can be used as needed for the preintern program) were cut by nearly 20 percent.

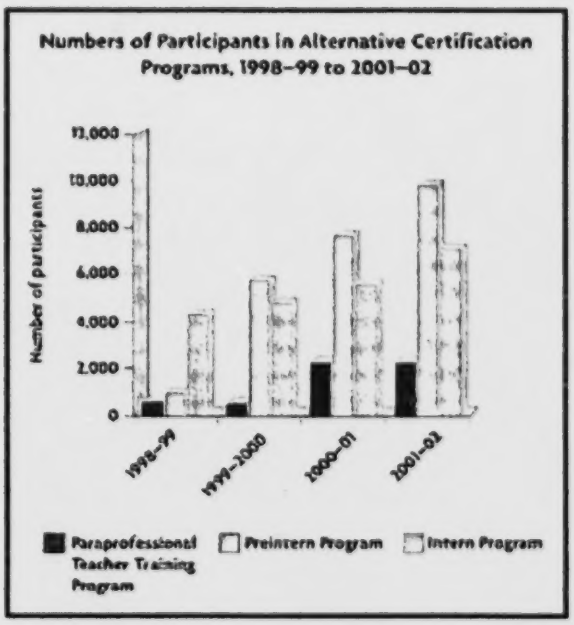
Preintern Program Funding and Participation

Fiscal Year	Number of Programs	Number of Preinterns Served	Number of Districts Involved	Funding (in millions)
1998–99	18	955	41	$2.0
1999–2000	43	5,800	316	11.8*
2000–01	59	7,694	330	11.8*
2001–02	68	9,871	611	11.8*+
2002–03	—	—	—	11.8**

*Plus carryover; + plus $10,375,000 in alternative certification funds.
**Alternative certification funds available; see intern program.

Participation
California Commission on Teacher Credentialing (CCTC), the state agency responsible for the administration of the preintern program, established the eligibility requirements for the program. Eligible teachers include those who have completed a bachelor's degree with a minimum number of units in the subject area they are teaching (40 for multiple subject, 18 for single subject) and have passed the California Basic Educational Skills Test. Preintern certificates replace emergency permits and are given to either teachers who taught previously on emergency permit or new teachers who have not met subject matter requirements.

The program is growing rapidly as teachers formerly on emergency permit are placed into preintern programs. Legislation in 1999 (AB 466, Mazzoni) added provisions that preintern programs include special education teachers on emergency permit. Since its inception, the program's number of participants statewide has increased 933 percent from nearly 1,000 in 1998–99 to more than 9,800 in 2001–02. Preliminary numbers indicate that there may be nearly 12,000 preinterns in 2002–03.



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Evaluations
The CCTC, which administers the preintern program, is required to report on it to the Legislature. The preintern report covers seven key areas:

- numbers of teachers served and participating districts;
- whether emergency permits issued have decreased since the inception of the preintern program;
- retention rates of preinterns;
- rates of participants meeting subject matter requirements;
- effectiveness of preinterns;
- district funding contributions; and
- recommendations.

Additional Resources

- References for preintern program

Entering the Fray — References

Intern Program

California Commission on Teacher Credentialing. (2002, October). Personal Communication.

Clark, T., Fairgood, M., McKibbin, M., & Tyson, S. (2002, June). *A report on teacher development programs*. Sacramento, CA: California Commission on Teacher Credentialing.

McKibbin, M. D., & Tyson, S. (2001, July). *Report on the issuance of internship and preinternship grants for 2001–2002 and proposal to issue a contract for external evaluation of internship programs.* Sacramento, CA: California Commission on Teacher Credentialing.

Preintern Program

California Commission on Teacher Credentialing. (2002, October). Personal Communication.

Clark, T., Fairgood, M., McKibbin, M., & Tyson, S. (2002, June). *A report on teacher development programs*. Sacramento, CA: California Commission on Teacher Credentialing.

Tyson, S. (2001, October). *Preintern teaching program: report.* Sacramento, CA: California Commission on Teacher Credentialing.

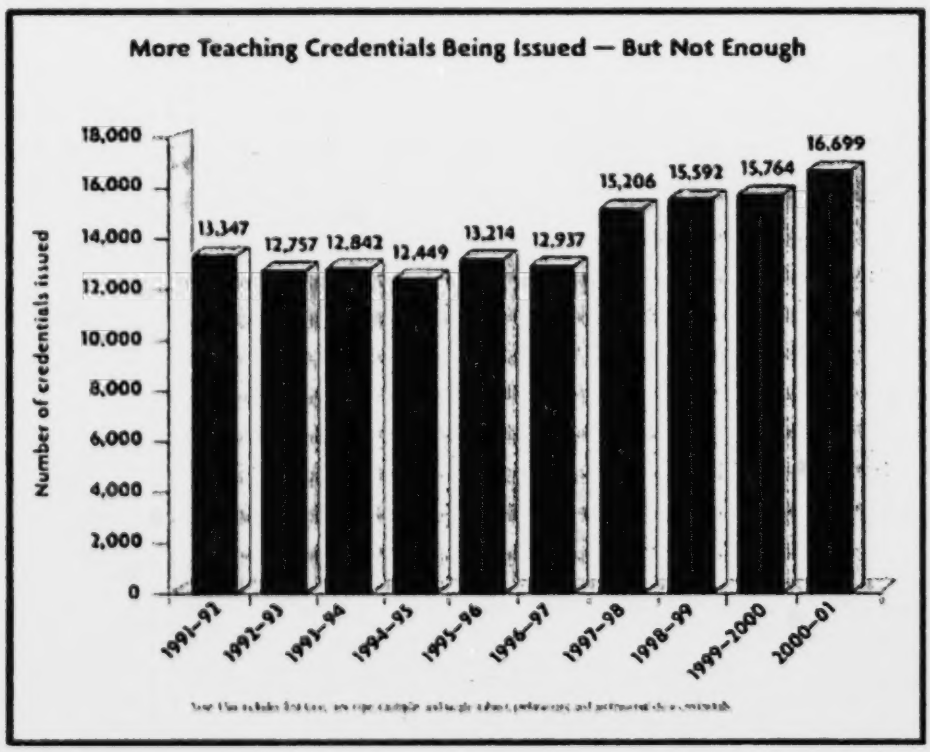
Tyson, S. (2002, June 19). *Proposal to explore changes in eligibility requirements for the California preintern program.* Sacramento, CA: California Commission on Teacher Credentialing.

Teacher Preparation: Quality vs. Quantity

The state's investment the past several years to prepare more prospective teachers has paid dividends. In 2000–01, the state issued about 16,700 new full credentials, an increase of 20 percent from a decade earlier. The problem is that even this higher number is insufficient to meet the current demand and certainly not the projected demand for new teachers.

The problem may be compounded by the state's budget situation. Reductions to the budgets of The University of California and The California State University systems could limit the state's capacity to produce the large numbers of qualified teachers that are needed now or in the future.

Even as California is pushing to produce more qualified teachers, the state is increasing the standards for becoming a teacher. In a 1998 law, SB 2042, the Legislature required universities that prepare California teachers to ensure that the teachers they prepare are ready to help students meet the state's rigorous academic standards. The law also required prospective teachers to pass a performance assessment based on these standards, an assessment that is being developed now and will be required in 2004.



These requirements are viewed as important steps in improving the capacity of those entering the teaching force. It is possible these increased requirements could reduce the number of individuals who are able to obtain teaching credentials and exacerbate the shortage of qualified teachers in California.

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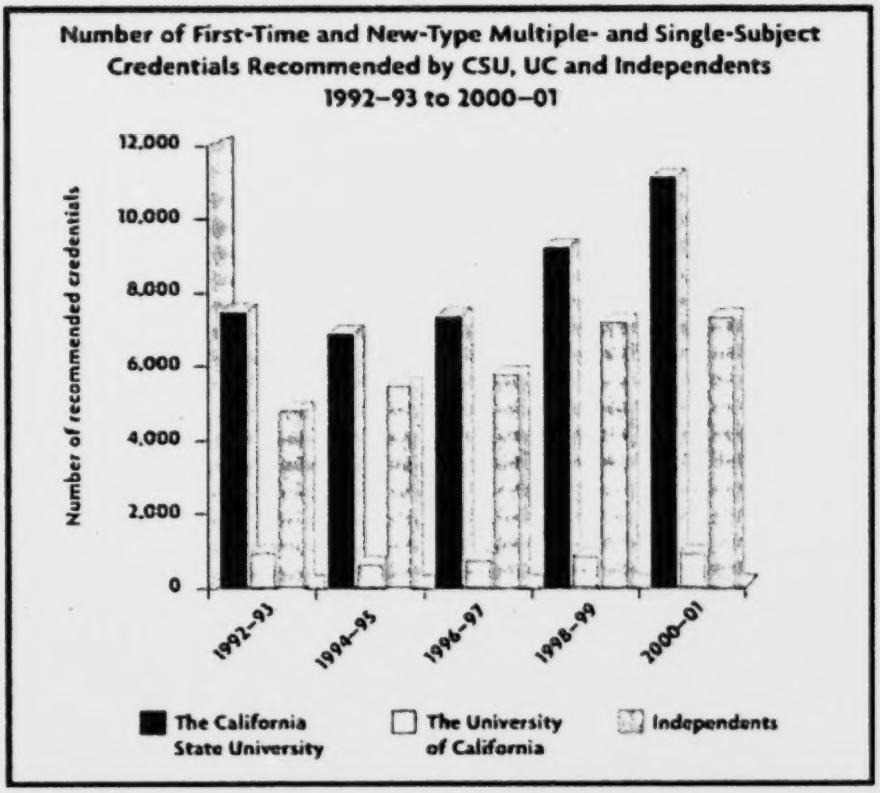
Teacher Preparation: Quality vs. Quantity — More Information

There has been an increase in production of credentialed teachers in all sectors of the teacher preparation system (The California State University, The University of California and independents). However, budget shortfalls raise questions about whether this rate of growth can continue.



In 2000–01, The California State University's (CSU) production of first-time new-type multiple- and single-subject preliminary, professional clear and intern credentials increased from about 10,400 to more than 11,100 — a 7.3 percent increase. The University of California (UC) system increased its production by 11 percent from about 850 to 940. Finally, independents increased their credential production by 7 percent from 6,800 to 7,300.

Although the need to increase the number of teachers is still a priority for the state, the two state systems preparing teachers will endure cuts to their overall budgets in 2002–03 after several years of steady growth. The CSU system suffered a 3.5 percent cut in state funds from $2.7 billion in the 2001–02 revised budget to $2.6 billion for 2002–03. The UC system took a deeper cut at 8 percent, and its state funds dropped from last year's $3.3 billion to $3.0 billion for 2002–03. Though the impact of these cuts on teacher preparation at the campus level is not clear, these programs could suffer cuts if they are not recognized as high priority.

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Blended teacher education programs for undergraduates are developing. New "blended programs" have been implemented at all CSU campuses and some private institutions to allow undergraduates to earn teaching credentials and bachelor's degrees concurrently. Though in their early stages and currently enrolling only a small percentage of teacher candidates across the state, blended programs are becoming the norm at some campuses and may grow in future years.

Blended programs are designed to prepare teachers in their undergraduate years, instead of through a five-year preparation program. Though other states have an undergraduate education major, California policymakers have long had concerns that teacher preparation is weakened when subject matter and teacher preparation are merged. Blended programs are designed to address this concern by ensuring that students get a strong content-area preparation as well as courses in how to teach.

While focused on increasing the supply of credentialed teachers, the state also is restructuring teacher preparation in an attempt to improve teacher quality. In 1998, the Legislature passed SB 2042 to establish the requirements of a new, two-tiered credentialing system for California. The legislation had three main purposes:

- to require teachers wishing to obtain a preliminary (Level I) credential to take a teaching performance assessment aligned to the California Standards for the Teaching Profession;
- to ensure that credential candidates could assist pupils in meeting the state's K–12 academic standards, thereby necessitating the creation of standards for teacher preparation programs; and
- to require completion of an induction program for teachers wishing to earn a professional (Level II) credential.

More information is available on:

- SB 2042

Teacher Preparation: Quantity vs. Quality — Background
SB 2042: Strengthening the System of Teacher Credentialing

Description

In 1992, SB 1422 (Bergeson) established an advisory panel to review the requirements for multiple- and single-subject credentials. Recommendations from this panel led to proposals for a two-tier credential structure with strengthened preparation requirements and assessments at each level. In 1998, SB 2042 (Alpert, Mazzoni) set in motion several efforts related to the panel's recommendations. Many of these efforts are now nearing fruition. The California Commission on Teacher Credentialing (CCTC) has developed several sets of standards for teacher preparation programs. They are:

- *Standards of Quality and Effectiveness for Professional Teacher Preparation Programs* — for institutes of higher education (IHEs) and districts with intern, fifth-year postbaccalaureate or other programs that allow teacher candidates to earn a recommendation for a credential.
- *Standards of Program Quality and Effectiveness for the Subject Matter Requirement for the Multiple-Subject Teaching Credential* — for IHEs that have coursework intended to meet the subject matter requirements for a multiple-subject teaching credential.
- *Standards of Quality and Effectiveness for Blended Programs of Undergraduate Teacher Preparation* — for IHEs that have programs allowing undergraduates to concurrently take coursework for their academic major and a teaching credential.

- *Standards of Quality and Effectiveness for Professional Teacher Induction Programs* — for local Beginning Teacher Support and Assessment (BTSA) programs or other induction programs (run by districts, county offices or IHEs) that intend to provide the two years of induction required to recommend teachers for a professional credential.

IHEs have several deadlines by which to meet the standards pertinent to their teacher programs. Districts or county offices of education generally run local induction programs and are primarily responsible for meeting induction program standards. The goal is for all programs to be approved by Jan. 1, 2004.

SB 2042 also makes significant changes to the structure of the teacher credentialing process. The new credentialing system consists of two parts: teacher preparation and induction. Teacher preparation involves the courses and assessments teachers take to earn a preliminary (Level I) credential, and induction occurs during the first two years of teaching when teachers take courses and the assessments necessary to earn a professional (Level II) credential. The *Standards of Quality and Effectiveness for Professional Teacher Preparation Programs* specify that programs should incorporate the new Teaching Performance Expectations (TPEs) also established by SB 2042. TPEs highlight what teachers should know and be able to do before earning a preliminary credential. A prospective teacher's performance on the TPEs is measured by the new Teaching Performance Assessment, which currently is being field tested. An IHE may choose to use a different assessment provided that the assessment meets the same standards and is approved by CCTC. By winter 2004, California's IHEs should be ready to fully implement the two-tier credentialing system outlined by the SB 1422 advisory panel and SB 2042.

Additional Resources

- California Commission on Teacher Credentialing
- References for SB 2042

Teacher Preparation: Quantity vs. Quality — References

SB 2042

The California State University Institute for Education Reform. (2002, October). Personal Communication.

Jacobson, P. (2002, March 8). *Update on the implementation of California's new credentialing standards under SB 2042.* Sacramento, CA: California Commission on Teacher Credentialing. [Agenda item for April 11, 2002 meeting]

Olebe, M. (2001, August 21). *Plan for the implementation of standards of program quality and effectiveness in elementary subject matter preparation, professional teacher preparation and professional teacher induction pursuant to SB 2042.* Sacramento, CA: California Commission on Teacher Credentialing. [Agenda item for Sept. 6, 2001 meeting]

Teacher Induction

While raising standards for new teachers, policymakers have invested in programs to help new teachers survive and succeed in the classroom. As early as fall 2003, the state will require all newly credentialed teachers to participate in a two-year induction program.

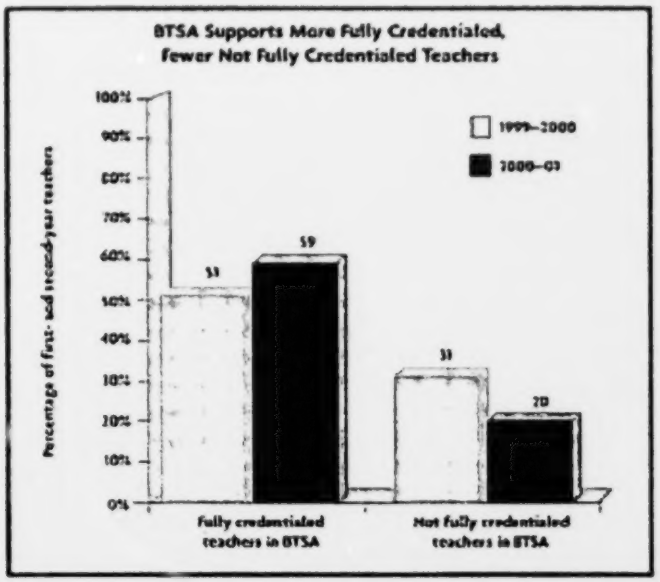
Some school districts provide their own system to ease new teachers into the profession, and the state funds an induction program called the Beginning Teacher Support and Assessment (BTSA) program.

This program is designed to support fully credentialed teachers. However, in 2000–01, the most recent year of data, BTSA reached only about six in 10 fully credentialed teachers in their first or second year of teaching. This is an increase over the previous year but shows the program has a considerable way to go.

In past years, BTSA also provided induction support for new teachers who did not yet have credentials. About 20 percent of BTSA participants in 2000–01 did not hold full credentials, and that number is likely to decrease as these teachers are placed in intern or preintern programs rather than in BTSA.

The intern and preintern programs help underprepared teachers obtain credentials, but they do not necessarily provide all of the assistance that fledgling teachers need to succeed in the classroom. And given the design of the BTSA program, it may not be a good fit for preinterns and interns who do not have a credential.

The BTSA program currently costs about $85 million a year. Although the California Department of Education has the authority to shift funds to meet the need for growth in the program, the current budget shortfall may preclude providing the dollars necessary.



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Teacher Induction — More Information

As SB 2042 makes participation in an induction program mandatory, the Beginning Teacher Support and Assessment (BTSA) program is working to get fully credentialed first- and second-year teachers into local induction programs.

SB 2042 requires that teachers earning a professional (Level II) credential must first participate in a two-year induction program. The state-funded induction program, BTSA, served just over 22,000 teachers in 2001–02 with funding at nearly $85 million for that same year.

BTSA has maintained funding levels at or above $85 million since 2000–01, and participation in the program has hovered around 23,000 for the same time period; however, an increase in funding is necessary to serve the anticipated increase in the number of participants once BTSA becomes mandatory. The 2002–03 budget gives priority to first-year teachers with preliminary credentials and then to second-year teachers with preliminary credentials. The budget bill allows the California Department of Education (CDE) to shift funds as necessary to meet BTSA's needs; however, the overall state budget shortfall raises questions about whether CDE will have the funds available to cover the costs of serving all teachers eligible for BTSA.

BTSA is designed and intended to support new fully credentialed teachers. There are many other novice teachers including emergency permit holders, preinterns and interns who have not completed a teacher preparation program and are in need of classroom support. Evaluation data from 1999–2000 and 2001–02 suggest that only about 60 percent of first- and second-year teachers with full credentials were being served by BTSA in 2001–02. This is an increase from the 51 percent of fully credentialed teachers served by BTSA in 1999–2000. At the same time, participation of first- and second-year teachers without full credentials (primarily those on emergency permit) has dropped from 31 percent to 20 percent over the same two years. Teachers without full credentials served by BTSA in the past have been moved into programs more appropriate for their needs: mainly the preintern or intern programs.

More information available on:

- Beginning Teacher Support and Assessment program
- Intern program
- Preintern program
- SB 2042

Teacher Induction — Background

Beginning Teacher Support and Assessment (BTSA) Program

Description

Authorized by SB 1422 (Bergeson) in 1992, the Beginning Teacher Support and Assessment (BTSA) program primarily supports first- and second-year teachers with preliminary credentials. AB 1266 (Mazzoni, 1997) legislated the programmatic elements of BTSA, which is administered by a task force with members from the California Department of Education (CDE) and the California Commission on Teacher Credentialing (CCTC). The program provides new teachers with a support provider (or mentor) who helps them through the California Formative Assessment and Support System for Teachers (CFASST) or another locally developed assessment process. CFASST, a two-year assessment process, is aligned with the California

Standards for the Teaching Profession (CSTP) and aims to support beginning teachers toward a better understanding of how to be effective along the dimensions outlined in the CSTP.

As of May 2002, both the CCTC and the superintendent for public instruction had approved the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs.* Pending approval by the State Board of Education, the approved standards will help to set in motion the SB 2042 requirement that teachers participate in a two-year induction program to obtain a professional (Level II) credential.

Funding

Locally run BTSA programs are funded based on the number of BTSA participants they support. Funding rose dramatically after AB 1266 (Mazzoni) passed in 1997 and established the program's current structure. In 1997–98, funding more than doubled. Following the passage of SB 2042 (1998), which required induction for beginning teachers, funding nearly quadrupled in 1998–99 to bring the program "to scale" with the intention of providing sufficient resources for all new teachers with preliminary credentials to receive support.

In 2001–02, the state funded local BTSA programs at $3,375 per participant with the requirement that districts provide matching funds of $2,000 per participant. For 2002–03, the state budget allocates more than $88 million for BTSA with per-participant funding at $3,443 per year; the budget includes provisions for CDE to shift funds as necessary to meet the funding requirements for a greater number of participants.

BTSA Funding and Participant History

Fiscal Year	Funding (in millions)	Number of Programs	Estimated Number of New Teachers Supported
1992–93	$4.9	15	1,100
1993–94	$5.0	30	2,300
1994–95	$5.2	30	1,900
1995–96	$5.5	30	1,900
1996–97	$7.5	34	2,166
1997–98	$17.5	73	4,118
1998–99	$66.0	86	12,330
1999–2000	$72.0	133	22,156
2000–01	$87.4	146	24,186
2001–02	$84.6	145	22,253
2002–03	$88.1	—	—

Participation

BTSA is intended to serve first- and second-year teachers who hold preliminary credentials. The 2002–03 budget bill (AB 425, 2002) specifies that second-year teachers be added only when all first-year teachers are served. In some cases, BTSA supports emergency permit teachers or teachers credentialed in other states who have minimal requirements to complete before obtaining a preliminary credential. As funding increased and legislation changed the nature of the program, participation of beginning teachers has increased twentyfold since BTSA's inaugural year. In recent years, numbers of participants have leveled off.

In 2001–02, 887 districts participated in BTSA programs with about 60 institute of higher education partners. The CCTC estimates that more than 22,000 teachers participated in BTSA in 2001–02, and preliminary data suggest that more than 24,000 teachers will be in 150 BTSA programs in 2002–03.

Evaluations
External evaluators have conducted annual evaluations of the BTSA program since its inception, including collection of participant- and program-level data. The most recent evaluation examined participant retention rates, program effectiveness and issues of expansion in December 2001. At the local level, individual programs collect data on participants and retention, undergo in-depth evaluations, and conduct peer reviews of other programs.

Additional Resources

- References for Beginning Teacher Support and Assessment program

Teacher Induction — References

Beginning Teacher Support and Assessment Program

Bartell, C., & Ownby, L. (1994). *Report on implementation of the Beginning Teacher Support and Assessment program (1992–94): Report to the Legislature pursuant to Education Code 44279.2.* Sacramento, CA: Beginning Teacher Support and Assessment Interagency Task Force.

Clark, T., Fairgood, M., McKibbin, M., & Tyson, S. (2002, June). *A report on teacher development programs.* Sacramento, CA: California Commission on Teacher Credentialing.

Mitchell, D. E. & Boyns, D. E. (2002). *California Beginning Teacher Support and Assessment Program: the 2001 statewide evaluation.* Riverside, CA: School Improvement Research Group.

Mitchell, D. E., Boyns, D. E. & Turk-Bicacki, L. (2001). *California Beginning Teacher Support and Assessment Program: the 2000 statewide evaluation.* Riverside, CA: California Educational Research Cooperative.

Santiago, R. (2002, May 1–2). *The Governor's proposed budget for BTSA programs in 2002–2003 and the Statewide Expenditure Plan.* Sacramento, CA: California Commission on Teacher Credentialing.

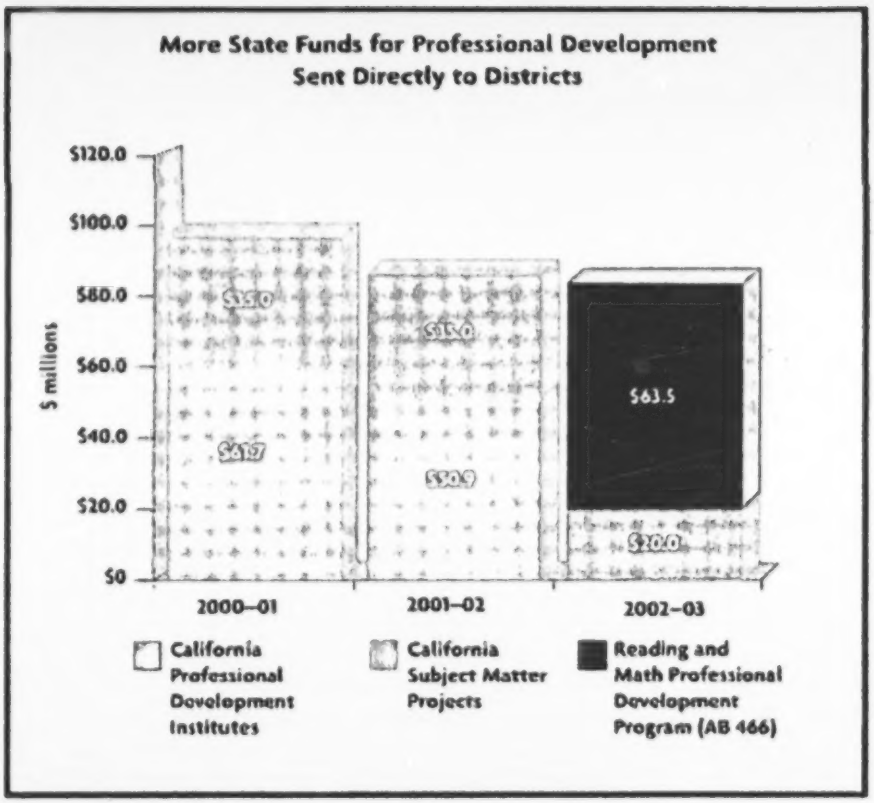
Professional Development

Because of California's continuing shortage of qualified teachers, a large share of the public focus has centered on finding new teachers. But now a great deal is being demanded of experienced teachers as the state increases academic standards and expects results through accountability programs. Those veteran teachers, like most professionals, need professional development — training — that makes them effective and keeps them up to date with changes in their field.

In the past few years, the state has invested hundreds of millions of dollars in training, particularly training aimed at literacy and mathematics instruction. Much of that direct state assistance came through either the state's Subject Matter Projects or the Professional Development Institutes, both administered by The University of California's Office of the President. In the last year, however, all funding for the California Professional Development Institutes and a substantial portion for the California Subject Matter Projects have been cut from the budget.

While state dollars have been cut from these University of California programs, professional development dollars sent directly to school districts have increased, but with strings attached. The Legislature created the Mathematics and Reading Professional Development Program (AB 466) that allows districts to purchase training from organizations that have met detailed state guidelines and have been approved by the California Board of Education.

Beyond these high-profile programs, districts also receive other state and federal dollars for professional development that do not have strict state controls. These include state funds for the Peer Assistance and Review program and federal dollars that can be used for training teachers and principals.



Professional Development — More Information

In the past few years, the state rapidly expanded professional development programs that were administered by The University of California (UC). Recently, this funding was shifted away from UC and instead given directly to districts, with the stipulation that professional development be tied closely to adopted instructional materials.

In 2000–01, the California Professional Development Institutes (CPDIs) emerged as a key professional development strategy and were allotted more than $60 million in state funds. Administered by The University of California's Office of the President (UCOP), the institutes provided teachers with training in reading, math and English language development. The California Subject Matter Projects (CSMPs) had been in existence for many years and were funded at $35 million in 2000–01. Two years later, in the midst of severe budget shortfalls, the allocation to the CPDIs was cut entirely, and the CSMP budget reduced to $20 million.

Concurrently, the Mathematics and Reading Professional Development Program, or AB 466, was established and allocated $63.5 million in the 2002–03 budget (essentially two years of funding since the first-year allocation was not spent). This program reimburses districts for professional development in reading and math that has been purchased from state-approved training providers. It is assumed that some Mathematics and Reading Professional Development Program dollars will be spent on training provided by reading and math CPDIs, all of which are approved to provide AB 466 training. (This strategy will not work for the English language development

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PDIs, however, because they are not approved to provide such training.) Some hope that the original target number of teachers served will still be met through federal money as part of the Reading First program, a component of the No Child Left Behind Act, although the total amount available through that program has declined significantly.

Though Reading First money will compensate for some of the cuts to AB 466 and the CPDIs, it is likely that the combined target number of teachers to be served by both of these programs will not be met. Also, because Reading First money is to be spent on efforts to improve reading in the early grades, it will not compensate for cuts to programs in math or other subjects or for cuts to training for teachers in higher grades.

Like the Mathematics and Reading Professional Development Program, Reading First subgrants to districts can be used to purchase teacher training only from providers that have been approved by the state. This is a departure from the previous strategy of funding UCOP directly to operate large-scale professional development programs.

Apart from the subject matter-specific programs described above, substantial funding is available for professional development that does not have strict guidelines for quality and content at the state level, leaving accountability and decisionmaking in the hands of local administrators.

Compared to the very specific Mathematics and Reading Professional Development Program, far more state money for professional development is distributed via more flexible programs, such as the Peer Assistance and Review (PAR) program at $87 million (down from $137 million at the beginning of FY 2001–02) and the Instructional Time and Staff Development Reform program at $230 million.

Districts enjoy flexibility with these programs and can choose to use funds to best suit their local needs, including teacher professional development. However, the state does not require detailed reporting of how these funds are spent at the local level, and in the case of the Instructional Time and Staff Development Reform program, no evaluation is required by statute. As a result, there is little information at the state level about the content or quality of these programs.

In addition, certain federal programs, such as Title I and especially the Title II, Part A — Teacher and Principal Training and Recruiting Fund, have flexible dollars that can be spent on professional development.

Special state programs targeting low-performing schools such as the Immediate Intervention in Underperforming Schools Program (funded at $224 million in 2002–03) and the High Priority Schools Grant Program (funded at $217 million in 2002–03) also include money that may be spent on professional development.

In addition to these large-scale programs, there are many small state programs with narrow foci such as technology, bilingual education or Advanced Placement that include money for professional development. Many of these programs are not part of a coherent overall state strategy, though districts may use these funds as part of a coherent plan at the local level. Some of these small programs have been cut due to budget shortfalls.

More information available on:

- California Professional Development Institutes
- California Subject Matter Projects
- Mathematics and Reading Professional Development Program

- Peer Assistance and Review program
- Reading First
- Title II, Part A — Teacher and Principal Training and Recruiting Fund

Professional Development — Background

California Professional Development Institutes (CPDIs)

Description

Several California Professional Development Institutes (CPDIs) were established in 2000 by AB 2881 (Wright), fashioned after the Reading Professional Development Institute, which was established in 1999. Administered by The University of California's Office of the President, the CPDIs offer teacher training in reading, mathematics and English language development in the form of summer institutes and follow-up work. Some CPDIs are housed in school districts, and some use trainers from a partner such as a county office of education, but all CPDI projects must be partnered with a university. Math and reading CPDIs now are approved to provide training for the Mathematics and Reading Professional Development Program (AB 466) (that is, districts who contract for CPDI services can be reimbursed with AB 466 money).

Funding

CPDI training typically costs $2,500 per teacher, usually including a $1,000 stipend per teacher. The 2002–03 budget includes no direct allocation for CPDIs. However, the legislation that established the CPDIs is still in effect, and the CPDIs have not been dissolved. Many California Subject Matter Project sites house CPDIs, an infrastructure that will help support the CPDIs, and AB 466 money and federal Reading First money will be used by districts to purchase CPDI training and keep the CPDIs afloat. However, Mathematics and Reading Professional Development Program (AB 466) and Reading First funds can be spent only on reading and math CPDIs that use state-adopted instructional materials, leaving most English language development (and some math) CPDIs with no funding stream. In summer 2002, some residual Goals 2000 money was given to the English language development PDIs, to assist them as direct funding was phased out.

Participation

Despite funding changes, the state expects that CPDIs will continue to train teachers at a steady pace. CPDIs are legislated to prioritize teachers from schools in the 40th percentile or lower on the Academic Performance Index. In 2000–01, 68 percent of teachers participating in CPDIs were from low-performing schools at or below the 40th percentile. That same year, 55 percent of CPDI teachers were from the quartile of schools serving the most students receiving free and reduced-price lunch, and 57 percent were from the quartile of schools serving the most minority students. In 2000–01, 90 percent of CPDI teachers were fully credentialed, and 10 percent held emergency permits, waivers or intern credentials.

CPDI Funding and Participants

Year	Funding (in millions)	Participants
2000–01	$61.7 appropriated, $51 spent (remainder reverted, not carried over)	45,000
2001–02	$56.9, then cut midyear to $50.9	45,000
2002–03	0	N/A

Evaluation
There are four external evaluations of the CPDIs. Following the first year of evaluations, several preliminary findings have been reported. Participant and observer data from the evaluations show the CPDIs to be of high quality, have a positive impact and focus on the California content standards. The evaluations show that the extent to which the CPDIs address English language development within the content areas varies across programs, as well as the structure and content of follow-up activities.

Additional Resources

- California Professional Development Institutes
- References for California Professional Development Institutes

Professional Development — Background
California Subject Matter Projects (CSMPs)

Description
The California Subject Matter Projects (CSMPs) were established in 1988, then reauthorized in 1998 and given a new organizational structure. Administered by The University of California's Office of the President (UCOP), these projects aim to improve teachers' content knowledge in their subject area and identify teacher leaders. In the past several years, the CSMPs have been moving toward a greater incorporation of California content standards, a team approach to training teachers and a focus on teachers in the state's lowest-performing schools. Projects in nine different subject areas provide teachers with an intensive summer institute and follow-up activities during the school year.

Funding
After seeing elevated funding levels of $35 million for two years, the CSMPs were cut back to $20 million in the 2002–03 budget. An additional $4.4 million in Title II funds were allotted specifically to the Science Project in 2002–03.

Participation
Over the years, the CSMPs have moved to school team approach, rather than the individual teacher participation that once characterized the program. Seventy-five percent of training slots are reserved for teachers from schools below the 40th percentile. As of July 2002, this goal had not been met for the overall group of participants, though 79 percent of CSMP partnerships were with schools that matched this description.

CSMP Funding and Participants

Year	Funding (in millions)	Participants
1999–2000	$15	11,500
2000–01	$35	25,000
2001–02	$35	25,000
2002–03	$20	N/A

Evaluation
External evaluation findings have shown that teachers participating in the CSMPs report increased knowledge and understanding of the subject matter they teach and of the content standards and increased confidence and enthusiasm for teaching. Attempts to analyze the impacts of the CSMPs on student achievement were inconclusive due to the lack of student-level achievement data linked to individual teachers.

Additional Resources

- California Subject Matter Projects
- References for California Subject Matter Projects

Professional Development — Background

Mathematics and Reading Professional Development Program (AB 466)

Description

Passed in 2001, AB 466 (Strom-Martin, Shelley) established the Mathematics and Reading Professional Development Program, which began implementation late in FY 2001–02. This voluntary program reimburses districts for professional development of teachers of reading and mathematics. Training must be provided by a training provider approved by the California State Board of Education. The California Professional Development Institutes (CPDIs) are approved providers. As of August 2002, there were three additional non-CPDI-approved providers in math (includes one private company, one local education agency [LEA] and one county office of education [COE], each approved for more than one publisher's instructional materials) and nine in reading language arts (including a consortium of LEAs, a few COEs and a few private companies, including Open Court publisher SRA-McGraw Hill).

Training consists of a 40-hour summer institute and 80 follow-up hours during the school year and provides teachers with training that is specific to their grade level and the instructional program that their school has adopted. Training must include instruction on the first 10 weeks of the instructional program and follow a set of very specific content guidelines. To receive AB 466 funds, schools serving students in grades K–8 must be using standards-aligned materials that have been adopted by the State Board of Education. (The State Board does not adopt high school instructional materials.)

Funding

The Mathematics and Reading Professional Development Program was designed to be a four-year program but now has been remodeled as a five-year program. In 2001–02, $31.7 million was allocated to districts for AB 466 training but ultimately not spent and taken back, in part because few districts were able to gear up and provide training in the first-year time frame. The 2002–03 budget allocates $63.5 million for AB 466, essentially two years' worth of funding.

This program reimburses districts at $2,500 per trained teacher and $1,000 per paraprofessional. The districts are paid half of the amount they are due when their teachers have completed the 40-hour summer institute. The remainder is paid when the teachers have completed the 80 hours of follow-up training. There is no specified time line to complete the 80 hours.

Funding for Mathematics and Reading Professional Development Program

Year	Funding (in millions)
2001–02	$31.7 allocated, $0 spent
2002–03	$63.5 allocated — two year's worth of funding

Participation

In FY 2001–02, 28 districts applied for reimbursement training provided to teachers in the prior year, and 92 districts applied to train teachers in the current or future years. In FY 2002–03, 338 districts have applied as of August 2002. These numbers are not mutually exclusive as the same districts could have applied in multiple years.

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Not all teachers for whom training has been requested will be trained using AB 466 funds — there isn't enough money in the budget. Some of these teachers may be trained using Reading First money instead. The legislation specifies that LEAs should prioritize training those teachers who have not yet participated in a CPDI and those who teach in low-performing schools.

Additional Resources

- Mathematics and Reading Professional Development Program (AB 466)
- References for Mathematics and Reading Professional Development Program

Professional Development — Background
Peer Assistance and Review Program (PAR)

Description
The Peer Assistance and Review Program (PAR) was established in 1999 by ABX1 (Villaraigosa). This program provides funding to compensate master teachers for assisting struggling peers. PAR funds also may be used to support the district's Beginning Teacher Support and Assessment program, activities previously funded under the Mentor Teacher Program, or any activities used to support or train new teachers.

Participation
Most districts participate in PAR. Detailed information on the number or type of teachers served through PAR is not available at the state level.

Funding
To receive funding, districts had to reach an agreement with the local bargaining unit and apply for funds by certain dates. When PAR was fully funded at $125 million, local programs received either $8,700 or $6,900 per 20 full-time credentialed teachers, depending on when they implemented their PAR program. Program funds at the state level were cut down to $87 million in 2002–03, likely resulting in reduced allocations per teacher. PAR funding is not available to districts that missed the initial deadlines.

PAR Funding

Year	Funding (in millions)
2000–01	$125
2001–02	$125
2002–03	$87

Additional Resources

- Peer Assistance and Review program
- References for Peer Assistance and Review program

Professional Development — Background
Reading First

Description
Reading First is the name of the federal program outlined in Title I, Part B of the No Child Left Behind Act, the 2002 reauthorization of the Elementary and Secondary Education Act. As of fall 2002, California has submitted and received approval of the state plan for Reading First. The plan includes subgrants to districts as well as funding for a state-level Reading Development

Center and regional Reading Implementation Centers, as described below. AB 65 (Strom-Martin, 2002) formally establishes the Reading First Plan and authorizes spending for it.

Subgrants to Local Education Agencies (LEAs)
Reading First subgrants to local education agencies (LEAs) are aimed at improving reading of students in grades K–3, as well as special education students in all grades. Subgrants to districts can be spent to provide teachers with training that is specific to their grade level and the instructional program that their school has adopted and to purchase reading materials. K–3 teachers and special education teachers with students in grades K–12 are eligible for training. To participate, K–8 schools must be using state-adopted instructional materials in reading and in the first year must train teachers through a reading Professional Development Institute or an AB 466 state-approved training provider and administrators through an AB 75 provider.

As part of Reading First, the Governor has convened a Reading Leadership Team "to ensure an integrated approach to improving K–3 reading instruction and raising K–3 reading achievement statewide." Reading First is to become the foundation for the California Department of Education's "statewide infrastructure for improvement of early literacy."

Reading Development Center and Reading Implementation Centers (RICs)
In summer 2002, in conjunction with the Reading First plan, a Reading Development Center was established at the state level, and seven Reading Implementation Centers (RICs) were established at county offices of education. The RICs, along with six additional "lead agencies," will receive Reading First funds to provide technical assistance to LEAs as they implement and maintain their Reading First efforts. All RICs are approved to be AB 466 trainers and will be supported with AB 466 money as well as Reading First money.

Funding
Subgrants to LEAs
Districts will receive $6,500 per eligible teacher in each qualifying school. According to California's Reading First application, this will support professional development costs (estimated at $1,000 for each teacher stipend and $1,500 per teacher in training costs), purchase of assessment materials, purchase of reading materials and other costs such as paying reading coaches.

Districts may spend these funds in the entire district, beyond just the qualifying schools. California has $131.6 million to spend on Reading First in 2002–03 and a projected $871 million over the next six years. In 2002–03, about $125 million will go to subgrants to eligible districts, beginning in fall 2002. Given the typical cost of $2,500 per teacher, approximately $48 million of Reading First funds might be spent on professional development.

RICs
AB 65 allocates $5 million to the RICs and an additional $1.4 million to the six regional lead agencies that also will provide technical assistance to LEAs implementing Reading First.

Participation
For each district that receives a competitively based Reading First subgrant, the state will fund half of its schools. Federal Reading First legislation requires that funds go to schools with the highest numbers or percentages of K–3 students reading below grade level and that are identified as needing improvement and serving children in poverty.

At $6,500 per teacher, the $125 million in 2002–03 LEA subgrants covers more than 19,000 teachers. However, because districts may spend funds in a flexible way, more teachers are likely to be impacted by the Reading First program funds.

Evaluation
The Reading First plan includes evaluation efforts at the local, state and national levels. LEAs are required to do internal evaluations including progress made on LEA-determined benchmarks. A state-contracted evaluation of the program statewide will examine, among other things, impacts on student test scores in reading. In addition, there will be a national evaluation of the Reading First program.

Additional Resources

- Reading First
- References for Reading First

Professional Development — Background

Title II, Part A — Teacher and Principal Training and Recruiting Fund

Description
The No Child Left Behind Act, the 2002 reauthorization of the Elementary and Secondary Education Act, replaces the Eisenhower Professional Development Grants program and the Federal Class Size Reduction programs with the Teacher and Principal Training and Recruiting Fund, also known as Improving Teacher Quality State Grants program. This program provides grants to states and subgrants to local education agencies (LEAs) and eligible partnerships to spend on a wide range of activities to improve teacher quality and raise student achievement in core subject areas. Funds generally can be used to prepare, recruit, induct and train teachers.

To receive a subgrant, LEAs must perform a local needs assessment and submit an application to the California Department of Education (CDE). LEAs may use funds for professional development activities; efforts to recruit, hire and retain teachers; induction activities; class-size reduction; and other activities to enhance teacher quality and raise student achievement. In their application, LEAs must describe how their plan will be aligned with the state content standards and will have a measurable impact on student achievement. All plans must include districtwide and school site-specific professional development plans. In addition, eligible partnerships between LEAs, institutes of higher education and other educational agencies may apply to CDE for a subgrant under this program. Subgrant funds may be used to support professional development and technical assistance activities to improve teacher quality.

LEAs are required to show progress toward increasing the number of "highly qualified" teachers and the number of teachers receiving "high-quality" professional development. The state of California is responsible for defining these terms.

Funding
This program is funded at $315 million in 2002–03. Program funds must supplement, and not supplant, other existing funds to carry out all proposed activities.

Additional Resources

- References for Title II, Part A — Teacher and Principal Training and Recruiting Fund

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Moving Forward

We consistently have outlined five clear goals for policymakers to strengthen the state's teaching force.

- Every student will have a fully prepared and effective teacher.
- Every district will be able to attract and retain fully qualified, effective teachers.
- Every teacher will work in a safe, clean facility conducive to learning; have adequate materials with which to teach; and have the guidance and support of a capable leader.
- Every pathway into teaching will provide high-quality preparation and be based upon California's standards for what students and teachers should know and be able to do.
- All teachers will receive high-quality support as they begin teaching, as well as professional development to ensure that they stay current in their fields.

Despite some marginal progress, the state has a very long way to go to turn these goals from rhetoric to reality. California has a massive budget deficit that policymakers understandably will argue makes it difficult to stay focused on strengthening the teaching force.

While we understand that argument, it should not be used as an excuse to deny every student a fully qualified and effective teacher. We believe:

- Policymakers should apply at least as much energy and debate to ensuring that every student has a qualified and effective teacher as they will apply to dealing with the budget deficit. The education of millions of California's children cannot be put in abeyance while the deficit is solved.
- The State Board of Education should review the immediate application of the high-stakes consequences of the high school exit exam for California students at a time when many districts and schools cannot guarantee qualified and effective teachers as well as other factors that assure students an adequate opportunity to meet the state's graduation requirements.
- Policymakers should accelerate by one year the staffing requirement of the federal No Child Left Behind Act for schools in the bottom 20 percent of the state's Academic Performance Index. Starting in the 2003–04 school year, these approximately 1,500 schools would not be allowed to employ any teachers who were serving with emergency credentials or as preinterns.

These are difficult tasks, and they are not proposed lightly. The crisis in our schools is becoming a true disaster. It threatens the future of millions of children and the state's economy.

To do less than this would be morally wrong.

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